# SOME CONSIDERATIONS IN TEACHING UZBEK LANGUAGE GRAMMAR

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**ABSTRACT** 

To inculcate our native language in the minds of the younger generation, self-awareness, to increase their in terest in language learning, and in what form teaching is taught

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### 1. INTRODUCTION

One of the most important tasks of us, educators, is to instill in the minds of the younger generation the g rammar of the native language quickly and easily, accurately and perfectly, first of all, to arouse their interest in language learning. Well, the question arises as to how and in what order this can be done. At the same tim e, why does a student learn English grammar faster and easier than his native language, and why is it so difficult to learn native language grammar? In my opinion, just as English grammar is structured in a certain way for learners, the definitions of rules and terms are fixed and stable, and the idea in one textbook is not denied by another textbook.

The grammar of the native language (Uzbek) has been studied up to this time in textbooks published by v arious authors at the stages of primary education, general education, secondary special education, and a num ber of ideas and terms have been given. The diversity of reefs was allowed. As a result, graduates, applicants , and teachers preparing for higher education face a number of challenges. For example, In Grade 1.7, "Com mas are preceded by a comma. But when it comes before the prompts, it is not followed by a comma. "(P. 96) But in Exercise 264, Hay, Master, said Masuma," then who will hear your lines? Isn't giving (Mirmuhsin) a gainst the definition?

- 2. Textbooks use commas, hyphens, and sometimes parentheses on both sides of the section. However, in al most all of the examples in Exercise 132 in Book III of AL, punctuation is placed before and after the separat ed parts. How can this be explained?
- 3. In Book II of AL (p. 264), the table on "Modal Words" is first included, for example, as modal words that express the order of thought. But in the 7th grade school textbook (p. 104), for example, which source is give n in the form of a statement of evidence?

# 2. MAIN PART

In the Grade 4.6 textbook (p. 107), the suffix "qo" is used to denote a person's affiliation with a place by joining well-known and related horses. The suffix -lik, which is added to famous horses, turns a famous h orse into a cognate horse and is written in lower case. However, in the first book of the academic lyceum (p. 130) on the theme "Formation in appendices" youth (horse) is given as Syrdarya (quality). If the given exam ples do not correspond to the theoretical data, will there be no ambiguity in science?

In the Grade 5.8 textbook, it is stated that "Cause case is represented by additional conjunctions (" (p. 85, 2010). However, it is not mentioned in any of the books that the auxiliary comes after the auxiliaries or the e-gani expresses the meaning of the cause. How could this be understood?

Although some of the above problems have been resolved due to the publication of new textbooks, the rule given in the punctuation information is that not only the learner, but even the teacher, is hesitant to per form the exercises based on the definitions. It is very sad that it happened. In written speech, the separated commentary is usually separated by a comma, hyphen, and parentheses: the separated passage is separated by a comma on both sides: Azimjon met in a teahouse by the river, in a crowded place. (Grade 8 Mother Tongue 1 21- bet)

However, there are still many places where the definitions given in the current textbooks are not follo wed. M: Woe to those who do not know the essence of their lives, indifferent people (8th grade mother tongue, Exercise 168, sentence 5, p. 121). The word indifferent in this sentence is preceded by a comma, but not af ter. There are many such examples in textbooks. This is probably the reason why our students find it easier to learn a foreign language (English) than their mother tongue.

In addition, the availability of tables, diagrams, quality manuals with a variety of visual aids, a large num ber of audio and video lessons on learning English significantly simplifies the process of learning the langua ge.

For example,

### I TABLE Horse vocabulary (NOUN)

e horses ending in a vowel or con		Dog- dogs
sonant	+s	Name-names
horses ending in ss, x, sh, ch, o		Kiss-kisses
		Box-boxes
	+es	Brush-brushes
		Church-churches
		Tomato-tomatoes
horses ending in the letter y after		
the consonant letter	+s	Baby-babies
		·

The plural form of the horse

# Exceptions (special forms of plural form)

Horses of the same form in plural and singular	Deer-deer
	Sheep-sheep
	Swine-swine
Horses ending in f and fe change to ves	Wolf-wolves
	Wife-wives
	Knife-knives
The following horses change the flour in the stem w	Man-men
ithout adding any	Woman-women
	Tooth-teeth
	Goose-geese
	Foot-feet
	Mouse-mice
only plural horses	Trousers, glasses, clothes, spectacles, scissors, goods
only horses with a unit shape	Sugar, milk, money, weather, peace,
Child and ox horses form the plural by adding a ne	Child-children
w suffix to the singular	Ox-oxen

in the example of our native language, if we teach the same information in tables, it will be easily absorbed i nto the memory of the reader and sealed in a memorable way. For example:

# Plural form of noun phrase:

children, books;

with number:

Fifteen students attended the class. We planted four apple tre es.

A large crowd had gathered on the square. I read a lot of art on vacation;

with diamonds:

What do you do with so many pens?

a flower in a handkerchief, a man in a bunch, a basket of bre ad, a bag of wheat

Woe to those who do not know the essence of their lives, to those who are indifferent (Grade 8 Mother Tong ue Exercise 168, sentence 5, page 121).<sup>1</sup>

<sup>&</sup>lt;sup>1</sup> In a written speech, the separated commentary fragment is usually separated by a comma, a hyphen, and p arentheses: the separated passage is separated by a comma on both sides: Azimjan met in a teahouse by the ri ver, in a crowded place. Grade 8 Mother Tongue Exercise 168, sentence 121).

We know belongs to the Germanic language group of the Indo-European language family, while Uzbek belo ngs to the Qarluq group of the Turkic language family. However, by comparing the grammatical systems of t hese languages with each other and inculcating similar and different phenomena in the minds of students on a tabular basis, each language teacher is considered to have achieved his or her goal. At the morphological stage, similarities between the grammatical systems of the two languages are found in nouns in the suffixes of nu mbers and conjunctions, and in verbs in the suffixes of the categories of tense, relation, inclination, person, a nd number. In particular, the spiritual groups of adjectives are almost identical in both languages.

t/r	Types of adjectives according to their lexical meaning		For example	
1	Characteristic qualities	Characteristic qualities	pretty (go'zal), angry (badjahl), eloq uent (dilkash), good (yaxshi), bad (y omon);	
2		Status attributes	Beautiful (go'zal), powerful (o'ktam ), lame (cho'loq), stooping ( bukr)i;	
3	Dimensional attributes	Formative adjectives	tall (novcha), flat (yassi), long (uzun);	
4		Measuring attributes	wide (keng), narrow (tor), long (uzu n), near yaqin;	
5	Qualities of color	Adjectives that express color	white oq, black qora, blue ko'k, yell ow sariq;	
6	Tasteful qualities	Tasteful qualities	sweet shirin, bitter achchiq, sour nor don;	
7	Odor-giving qualities	Odor-giving qualities	aromatic xushbo'y, stink badbo'y, q o'lansa;	
8	Adjectives denoting space-tim e	Adjectives	ichki, outer tashqi, wall devoriy;	
9		Adjectives denoting time	winter qishki, summer yozgi, mornin g ertalabki.	

It can be seen that the spiritual groups of quality are 6 in Uzbek as in general education textbooks and 9 in E nglish, but there is almost no difference in content between them.

Another important point is that the morphology of the English language, in particular, is determined by the text, i.e., which word it identifies, in the definition of a word group, and in the mother tongue it is morphologic ally analyzed separately from the text. More precisely, in English, adjectives are considered to be adjectives if they are connected to a verb, a noun, and a word in a group of words close to a noun. In the Uzbek language, the quality remains the same, both inside and outside the text.

For example:

t/r	In the Uzbek language	In the English language
1	He is a diligent (quality) worker.	He is a hard (sifat) worker
2	It works hard (quality)	He works hard (ravish).
1	He is a very good (quality) student	He is a very good (sifat) student
2	He translates the article very well (qualitatively)	She translates the article quite well (ravish)

### 3. CONCLUSION

It is well known that in English, adjectives are mainly used to express a sign in a sentence and to de scribe specific aspects and features of an object. In our native language, adjectives are not only a sign of the s ubject, but also a part of the action and the situation, and as a result, our students face a number of difficulties in determining the qualities and forms of the text.

Therefore, in the development of grammatical rules, it would be expedient to take into account the s ituation of occurrence in the text

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